

**Middle Leaders Phase or Subject mini-SEND Review based the WSS SEND Review Framework**

	<b>RAG</b>	<b>STRENGTHS</b>	<b>AREAS FOR DEVELOPMENT</b>
<b>LEADERSHIP OF SEND</b>			
The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.			
The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.			
Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.			
<b>THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND</b>			
Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.			
Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.			
The individual needs of pupils are communicated effectively to all staff.			
Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.			
Evidence from observations shows the teaching of interventions is considered to be consistently good or better.			
Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.			

<b>MONITORING, TRACKING AND EVALUATION</b>			
Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.			
Interventions follow a cycle of Assess, Plan, Do, Review.			
Interventions are rigorously evaluated for impact. Adjustment to the provision is then made accordingly.			
The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.			
<b>OUTCOMES FOR PUPILS WITH SEND</b>			
Progress for pupils with SEND, across year groups, in a wide range of subjects, is consistently strong and evidence in their work indicates that they achieve well.			
Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.			
The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.			
Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.			